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ABSTRACT

This executive summary provides an overview of activities and a listing of the recommendations and strategies developed by participants at a conference on vocational/technical education. These four major themes are highlighted: the need to improve the image of vocational education through better communication with the public and special interest groups, the need for more private sector involvement, the need to incorporate more flexible requirements and standards in vocational education, and the need for more cooperation among organizations providing vocational-technical education. Listings are provided of the recommendations and/or suggested strategies for meeting current challenges facing vocational-technical education as determined by the nine task groups. Where possible, specific implementation activities are listed for each strategy. The nine challenges that were the focuses of the task groups are (1) financing innovation and change, (2) improving image, (3) coping with changing technology, (4) staffing, (5) keeping curriculum current, (6) strengthening academics, (7) serving diverse populations, (8) identifying roles for the private sector, and (9) improving coordination. (YLB)

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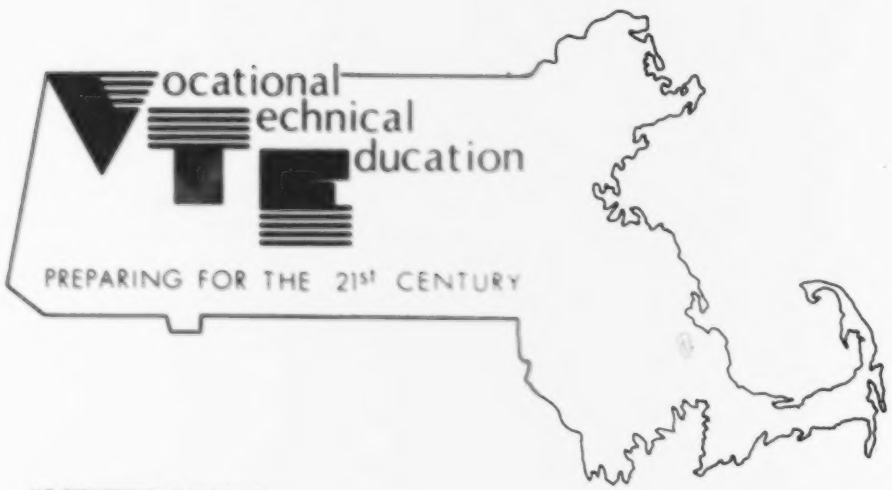

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EXECUTIVE SUMMARY

A STRATEGIES CONFERENCE

VOCATIONAL-TECHNICAL EDUCATION IN MASSACHUSETTS PREPARING FOR THE 21ST CENTURY

Prepared by

The Institute for Governmental Services
University of Massachusetts
Amherst, Massachusetts

for

The Division of Occupational Education
Massachusetts State Department of Education
Quincy, Massachusetts

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INTRODUCTION

On October 23-24, 1986 the Division of Occupational Education, Massachusetts State Department of Education sponsored a two-day conference entitled "A Strategies Conference" with approximately 150 participants at the Sheraton Conference Center in Milford, Massachusetts. The conference was coordinated by the Institute for Governmental Services, University of Massachusetts. This executive summary provides an overview of the conference activities and a listing of the recommendations and strategies developed by participants.

Background, Goals and Objectives

Vocational-Technical education plays a vital role in maintaining and enhancing the state's economy through its preparation of young people and adults for the world of work. In carrying out this role it both draws upon the expertise of and serves such diverse groups as students, educators (at the secondary and post-secondary level), business, labor, industry, government organizations, and community members. The initial impetus for this conference stemmed from a need recognized within the Division of Occupational Education, Massachusetts State Department of Education, to involve all these diverse groups in jointly identifying and addressing contemporary issues facing vocational education. The conference goal was to "convene individuals who have an interest in secondary and post-secondary vocational education to develop strategies for increasing the effectiveness of vocational education in Massachusetts in light of current and future challenges."

While the major goal was to develop strategies, the Division sought to achieve several objectives as a result of the conference. These objectives were:

- searching for consensus among various groups and identifying challenges and strategies;
- designing strategies;
- publicizing current vocational-technical education programs;
- recognizing exemplary work;
- planning for future change at state and local levels.

Conference planning was assisted by a twenty-three member advisory committee consisting of representatives from business, industry, labor, secondary and post-secondary education, teachers, school committees, students, and various organizations with an interest in vocational-technical education. The challenges and strategies discussed at the conference were determined through two pre-conference questionnaires completed by

participants and other interested individuals. The data from these questionnaires were used to identify nine conference task groups and a range of strategies for discussion within these groups. The nine task groups focused on the following challenges:

1. financing innovation and change in vocational-technical education,
2. improving the image of vocational-technical education,
3. coping with changing technology,
4. staffing vocational-technical education programs,
5. keeping curriculum current,
6. strengthening academic programs,
7. serving diverse populations,
8. roles for the private sector, and
9. improving coordination among secondary, post-secondary, and other vocational training programs.

Each of the nine groups was led by a volunteer facilitator with expertise in the area. Conference participants were chosen based on suggestions from the advisory committee and Division personnel. Maintaining a diversity of individuals with an interest in vocational-technical education and providing for a range of expertise in each of the nine task groups was a major consideration.

Conference Overview

The conference opened on Thursday, October 23, 1986 with approximately 180 participants in attendance (including facilitators, presenters, speakers, and group members). The first session brought everyone together for introductions and an overview of the tasks that lay ahead. A welcome was given by Associate Commissioner David Cronin, and a description of conference goals and activities by the Director of the Planning, Research, and Evaluation Bureau, John McDonagh. The keynote speaker for the morning was Dr. Eugene Bottoms, former Executive Director of the American Vocational Association. Dr. Bottoms helped set the tone of the conference by providing an overview of national trends in vocational-technical education and issued a challenge to conference participants to look at new and innovative ways to maintain and improve vocational education in Massachusetts. After this first large group session, participants went to meet in their individual groups. Participants remained in the same task group for the two days.

The nine task groups met for a total of three sessions (seven hours) including the first morning, the afternoon, and the morning of the second day. In most cases facilitators had contacted group members ahead of time and arranged for presentations and/or sent reference materials. Each group had a list of suggested strategies generated through the pre-conference assessment process. The task for each group was to discuss the strategies and to develop specific action steps for implementing them. While the groups were expected to discuss the strategies presented to them, it was also within their prerogative to develop new strategies where needed. Activities within each group varied depending upon the topics, facilitators, and group members and included presentations from group members and outside experts, discussion, brainstorming, and finally specific recommendation development.

On Thursday evening a Vocational-Technical Education Appreciation dinner was held. Attendees were participants and other invited school, business, and community members. Evening speakers included Carl Buskey and Karen Maguire, both former vocational education students. The keynote speaker was Mr. Raymond Shamie, a member of the National Council on Vocational Education. The theme of his talk was the need to publicize the successes of vocational education. Following his speech, Associate Commissioner Cronin presented awards in recognition of outstanding service to Massachusetts vocational education to: Mr. Gil Carreiro, Mr. Frank Rodgers, Mr. George Duncan, and Mr. James Grande.

The second day of the conference included small group sessions in the morning and a large group wrap-up session and evaluations in the afternoon. The wrap-up session started with a brief talk by Dr. Bottoms, summarizing his impressions of the activities over the two days. These summaries were followed by comments from Mr. Harold Raynolds, the Massachusetts Commissioner of Education.

Summary of Conference Recommendations

During the two-day conference over 150 people met in nine task groups to discuss, share information, and strategize on the future of vocational education in Massachusetts. During that time over 60 specific strategies were addressed and over 150 activities delineated. While each group had its own specific topic to pursue, it is interesting to note that several themes or ideas were repeated across groups. The major theme that came up in every group was the need to improve the image of vocational education through better communication with the public and special interest groups. While one task group took this topic as its sole focus, almost every other group developed a recommendation or activity related to this area. For instance, the finance group emphasized how local officials need more information related to the successes of vocational students, the staffing group expressed a need for information concerning the advantages of teaching in vocational schools, the academics group noted how current successes related to academics should be publicized. Overall there seemed agreement that in

many ways vocational education is doing an excellent job, but it is not being communicated.

Another theme that recurred was the need for more private sector involvement. The task group focused on private sector involvement emphasized that in order to facilitate this task, vocational education needs to learn more about the business culture and vice versa. Other task groups including staffing, financing, curriculum, and changing technology emphasized the need to work with the private sector and utilize each other to mutual advantage. They also urged that creative approaches be taken in developing this partnership such as the development of tax incentives.

A third theme that cut across several areas was the need to incorporate more flexible requirements and standards in vocational education. The curriculum group spoke about developing more flexible curriculum by utilizing a competency-based approach. The academics group recognized that students have different learning styles and requirements should be made more flexible to suit the gifted as well as the special needs student. The staffing group looked at the need for more flexible teacher training requirements in high demand areas. Finally, the group dealing with changing technology emphasized the need for teachers and students to learn to live with change and "be flexible" in order to function in a rapidly evolving technological world.

One last theme that seemed common within each group was that of the need for more cooperation among organizations providing vocational-technical education. Again one task group concentrated on this area but it seemed that almost all other groups saw cooperation as a key component in preventing duplication, expanding opportunities, and making better use of funds.

As the conference evaluations showed, the conference met its overall goal of bringing together a diverse group of individuals to discuss strategies to maintain excellence in Massachusetts vocational-technical education programs. Interestingly, despite differences of opinions (and there were many), common themes and concerns were identified and useful strategies generated for future implementation.

The following sections provide a listing of each group's recommendations and/or suggested strategies for meeting current challenges facing vocational-technical education. Where possible specific implementation activities are listed for each strategy. The length and formats for strategy and activity listings vary depending upon the information provided in the task groups' written summaries.

TASK GROUP RECOMMENDATIONS

GROUP #1

FINANCING INNOVATION AND CHANGE IN VOCATIONAL-TECHNICAL EDUCATION

Recommended strategies and activities for this group are listed below.

Revision of state and local aid formulas and reimbursement procedures

1. School aid should go directly to public school providers.
2. Chapter 74 aid should go directly to Chapter 74 providers.
3. Vocational reimbursements should be a minimum of 50% of program costs.
4. There should be no "cap" on Chapter 74 funding.
5. Section 16D of Chapter 74 (state aid to regional schools) should be amended to include county agricultural schools, Smith and Worcester vocational schools.
6. The Commissioner of Education should exercise his authority to review and approve the realignment of cities and towns participating in regional vocational school districts.
7. Chapter 74, Section 12 should be amended to increase the out-of-district program transportation reimbursement from 50% to 100%.

Increased funding to community college occupational education

1. The Department of Education should explore and resolve the eligibility of community colleges to: 1) receive federal post-secondary funds under all categories including formula and competitive funding, and 2) use federal vocational funds to purchase equipment to support community college programs which do not duplicate programs offered by vocational-technical schools.

Explore ways to provide incentive money to encourage innovation and change

1. Develop performance-based funding procedures so that schools which achieve or surpass specific performance standards earn additional funds. For example: additional funds could be earned by a program that has met or surpassed a targeted related placement

rate, one that has enrolled more than a targeted percent of non-traditional or special needs students, or one that has provided exemplary services to previously underserved populations.

2. Offer competitive requests for proposals (RFPs) for innovative projects which provide alternative strategies for vocational training. Such alternatives might include: innovative scheduling, locations, student populations, and length of programs.

3. Develop Department of Education funding sources that require joint application by community colleges and vocational schools.

4. Allow more flexible interpretation of Chapter 74 time requirements in response to local needs.

5. Give proportionate increases in state funding to schools that exceed minimum time requirements.

6. The Department of Education should reaffirm the 50% shop requirement for Chapter 74 programs.

Seek grants from a variety of sources

1. The legislature should allocate $20 million over a two-year period for vocational education equipment in high demand areas.

2. The Board of Regents and the Department of Education should each assign a staff member to research and disseminate state funding resources to promote occupational education.

3. Schools, together or individually, should access other federal grants to provide community services.

4. Vocational schools should market their programs to organizations such as private industry councils (PICs), the National Alliance of Business (NAB), and other companies as a source for short-term intensive skill training and retraining.

Develop specific assistance programs through industry

1. The Department of Education should encourage and fund teachers and administrators for two-way exchange programs with business and industry.

2. More formal mechanisms should be established to promote industry-based staff training.

3. Encourage state tax incentives for public/private partnerships.

4. Community colleges and vocational schools should develop a joint employment opportunity task force.

Improve communication among school committees, finance committees, and local officials

1. The Department of Education should coordinate with the Department of Revenue to disseminate prior to February 1st municipal financial information to assist local school districts to determine level of local revenue.

2. The Department of Education should conduct training in how to analyze "sending" school budgets.

3. The Department of Education should fund a newsletter directed to local officials concerning the successes of vocational education graduates.

4. The Department of Education should fund an ombudsman to assist schools in developing alumni/ae associations.

Enhance lobby efforts at the state level

1. Increase visibility of vocational education success stories.

2. Massachusetts Association of Vocational Administrators (MAVA) should meet on a regular basis with the Massachusetts Teachers Association (MTA) and the American Federation of Teachers (AFT).

3. Fund the development of 2+2 programs.

4. Include and invite all major legislators and other employment and training officials to future vocational education conferences.

5. Prior to hearings on vocational bills, the Department of Education should invite interest groups to pre-hearing conferences.

GROUP #2

IMPROVING THE IMAGE OF VOCATIONAL EDUCATION

The recommended strategies and activities for this group are listed below.

Create more public awareness of vocational education through a statewide media campaign

1. Appoint a statewide coordinator under the jurisdiction of the Division of Occupational Education to facilitate a public awareness program.

2. Formalize this conference's "Image Task Group" into a subcommittee with regular meetings.

3. Create a liaison individual in each vocational school system to focus on public relations and coordinate with the Division of Occupational Education.

4. Create statewide comprehensive public relations strategies to address the general lack of awareness of vocational education.

5. Establish a "Vocational Education Week" media campaign.

6. Establish a centralized public relations system, i.e. press release kits, media packages, and logo.

Increase efforts at informing elementary and junior high counselors and teachers about vocational-technical education

1. Change curriculum in schools of education so as to require mandatory vocational occupational subjects for counselor certification.

2. Increase community awareness by encouraging vocational schools to use extracurricular activities such as athletics to involve the community.

3. Require all public and parochial schools to allow access to vocational counselors to bring the message of vocational education opportunities to students.

Create more community awareness about vocational education through student community projects

1. The Division of Occupational Education and area vocational schools should promote more workshops, seminars, and open houses to bring community members into the schools.

2. The Division of Occupational Education and vocational schools should increase the use of all available media in promoting community awareness.

3. Vocational schools should be opened to more adult retraining and post-secondary programs.

Develop public relation kits to be used by vocational schools in the community

1. The Division of Occupational Education should collaborate with vocational schools to develop a professional public relations kit.

2. Vocational schools should increase the use of "selected" students for recruitment programs.

3. The Division of Occupational Education should assist schools in developing creative marketing strategies for particular trade and technical areas.

Increase the use of advisory committees for public relations work

1. Alumni organizations should be developed to coordinate with the creation of public relations kits and dissemination of information.

2. Advisory board members and alumni should increase outreach efforts by speaking to various civic groups.

In public relations efforts stress the role of vocational-technical education in economic development

1. Representatives from vocational schools should visit local businesses and increase awareness of the skills of vocational education students.

2. Schools should create "employer awareness" days to aid in familiarizing local employers with school programs and student abilities.

Promote craftsmanship and entrepreneurial aspects of vocational education

1. Increase publicity of student achievements in local news media.

2. Increase student involvement in organizations such as Vocational Industrial Clubs of America (VICA) and Distributive Education Clubs of America (DECA).

Stress ties to community colleges and promote transfer of qualified vocational-technical graduates to college

1. Increase vocational students' awareness of continuing education opportunities.

2. Increase the level and frequencies of certification and articulation agreements between vocational schools and institutions of higher education.

GROUP #3

COPING WITH CHANGING TECHNOLOGY

Rather than identifying specific activities for the presented list of strategies, this task group used discussion and presentation time to develop an extended list of strategies. Their recommended strategies for coping with changing technology are listed below and include comments or examples identified by the task group.

Vocational education should provide students with a forum to develop leadership, social, character, citizenship, cooperative, and communication skills development. This forum can best be provided by encouraging students to participate in vocational student organizations.

Vocational education should continue to provide students with a solid grounding in the "basics": math, science, English, literature, reading, and writing skills.

Vocational education programs should renew their commitment to quality learning by keeping equipment well maintained.

Vocational education needs to establish more and better partnerships between schools and industry.

Vocational educators need to develop a way to continually update and review curriculum to keep up with changing technology. Reviews every few years are not sufficient.

Vocational instructors should be provided opportunities to update themselves on new training materials.

Vocational instructors should be encouraged and allowed to participate in industry-sponsored internships. In turn, schools should support this effort by paying substitute instructors for the internship period.

Vocational schools should provide computer literacy opportunities for students.

Vocational schools should train students in systems concepts.

Vocational schools should make better use of their advisory committees.

Vocational education should offer more and better instructor professional development opportunities especially in the technical areas.

GROUP #4

STAFFING VOCATIONAL TECHNICAL PROGRAMS

Recommended strategies and activities for this group are listed below.

Improve recruitment efforts through a statewide program

1. Develop a statewide marketing approach to recruit vocational teachers similar to that used by industry in recruiting professional personnel.

2. Retain a public relations consultant to develop a publicity strategy.

3. Survey other states to learn how they are meeting the problem.

4. When openings occur, alert vocational high school graduates who have completed the six required years of work.

5. Encourage vocational teachers to motivate and direct superior students towards the teaching profession as a future option.

6. Establish open houses at schools and public displays in the community to inform potential teachers of the opportunities available.

7. Encourage program advisory committee members to assist in recruitment.

8. Examine college-based teacher approval course enrollment lists to identify vocational instructor candidates who have yet to file an application with the Division of Occupational Education.

9. Establish a statewide referral system between the Division of Occupational Education and schools so that when a school receives an inquiry or application for a teaching position the candidate can be referred to other schools.

10. Develop a more systematic way to recruit retired military personnel. Send current instructors to military bases in the summer for technical update and for an opportunity to publicize vocational education. Prepare a brochure that shows the commonalities between vocational and military programs.

Raise salaries for vocational teachers

1. Negotiate collective bargaining agreements which allow for individual salary negotiations with prospective teachers based upon current supply and demand forecasts.

2. Negotiate salary scales for instructors which will be competitive with business and industry.

3. Provide stipends for teachers with longevity.

Develop incentives to encourage people from industry to enter teaching

1. Offer financial incentives comparable to industry.

2. Differentiate levels of teaching responsibilities to make a teaching career more receptive to industry personnel.

3. Investigate flex-time, job sharing, mentoring, and multi-personnel type staffing to better utilize the instructional staff.

4. Use aids to reduce record keeping and monitoring activities.

5. Stress the advantages of the teaching profession, such as personal satisfaction and shorter work year.

Utilize business and industry representatives on loan

1. Develop partnerships with industry in which personnel and facilities are shared.

2. Offer tax incentives to industries that participate in and contribute to public vocational school activities.

3. Develop partnerships with business and industry which will encourage them to contribute equipment and qualified personnel to school programs.

4. Encourage industry to "adopt a school" in its area and offer advanced training within industry as incentives for top school instructors.

5. Encourage sharing of staff and facilities between vocational schools and community colleges within specific geographic areas.

Revise teaching standards to allow for part-time specialists to be hired

1. In fields that have teacher shortages, allow qualified individuals with fewer than six recent years of trade experience to take the vocational competency examination.

2. Allow some credit for time as a student in Chapter 74 programs toward the experience requirement.

3. Allow some credit for industrial arts teaching and post-graduate technical courses toward the experience requirement in order to put vocational schools on a more competitive footing with colleges that have less stringent hiring requirements.

4. Expand the concept of apprentice teacher under Chapter 188 to vocational schools.

Expand professional improvement guidelines

1. Encourage more joint college-industry programming to provide professional improvement activities beyond conventional college course credits.

2. Require instructors to show how work in the trade will increase their job skills.

3. Require instructors to attend the state-sponsored Annual Professional Improvement Conference at least once during a four-year period.

Develop incentive programs to encourage teachers to take advanced courses

1. Arrange for colleges to accept training within industry for formal course credit.

2. Identify and make available sources of funds for tuition reimbursement.

3. Encourage the inclusion of professional development incentives and rewards in local collective bargaining agreements.

Include more emphasis on academics and communication skills in teacher training modules

1. Include a basic skills component within the vocational competency examination process.

2. Review academic curriculum modules to insure relevance of related academics to shop competencies.

3. Arrange for remediation instruction for instructors with weak basic skills to bring them up to an acceptable standard.

Provide for teacher training modules to be used in schools and industry.
No activities were generated for implementing this strategy.

GROUP #5

KEEPING CURRICULUM CURRENT

This group was presented with eleven strategies to consider. After discussions and presentations group members decided to focus on what they felt were the two most important strategies. As the group generated activities for these strategies they found that many of the other strategies became steps or activities to implement these two key strategies. As a basis for these strategies the task group generated the following rationale for keeping curriculum current--"to increase the lifelong learning options for students, keeping in mind the need to give students a salable skill, to help them deal with a changing society, and to aid them in developing basic academic and employability skills." The recommended strategies and activities for this group are listed below.

Revise the curriculum review process to insure curriculum content reflects the needs of the workplace in a changing society

1. The Division of Occupational Education should strengthen Chapter 74 regulations as they relate to curriculum.

2. The state competency-based vocational education project and the Massachusetts Vocational Curriculum Center should work together in establishing curriculum criteria to include: validated task lists, performance objectives, and performance standards.

3. Audit teams should include advisory committee members and industry representatives in program audits.

4. Vocational schools should encourage the use of advisory committees and technical committees in validation of task lists for curriculum revision.

5. A curriculum network should be established to promote model curriculums.

6. The Division of Occupational Education in cooperation with schools and a curriculum network should develop curriculum review procedures for use by local education agencies.

Encourage local schools to adopt the concept of competency-based education

1. Through the Commonwealth Inservice Institute and the state competency-based vocational education project funds should be provided for implementing competency-based education.

2. Vocational schools should identify a curriculum coordinator to set up model programs.

3. The Division of Occupational Education should encourage competency-based education as part of the Chapter 74 professional improvement requirement.

4. The state competency-based vocational education project and the Massachusetts Vocational Curriculum Center should provide more opportunities for professional development workshops.

5. The Division of Occupational Education should establish a statewide curriculum network that includes local coordinators, community college representatives, and state department personnel.

6. The State Department of Education should increase allocations for curriculum development at the local level.

7. Vocational schools should be encouraged to provide more support, materials, and space to curriculum development and revision.

8. The competency-based vocational education project should provide activities to build local capacity in developing and implementing competency-based education.

GROUP #6

STRENGTHENING ACADEMICS

This group was presented with six strategies. The group expanded on these strategies and developed several more. Their recommendations and comments are listed below.

Create more public awareness of the fact that academic programs in vocational schools are already quite strong. This fact needs to be communicated to offset negative perceptions held by the general public.

To meet the needs of the 21st century, academic education must be broad based. Academic programs must emphasize thinking, reasoning, and communication skills.

Competency-based vocational education principles should be applied to the development of competency-based academic programs. Current programs such as Principles of Technology, Applied Communications, and Applied Mathematics are examples of applying the competency-based approach to academic areas.

Staff development opportunities should be expanded to enable vocational teachers to produce their own competency-based programs.

Rigid academic requirements based solely on course titles and hours of instruction should be made more flexible so as to incorporate different student learning styles and reflect differing student abilities. For example, higher level students need differential programming.

Promote, encourage, and support Vocational Industrial Clubs of America (VICA) and other student organizations and activities such as work experience as a way to enhance and apply academic instruction.

The education reform movement as evidenced in Chapter 188 should be recognized and utilized by vocational education. For example, the testing component should be applied to vocational education and the funding component should be applied to implement change.

Collaboration and on-going communication should be promoted between vocational schools and community colleges. For example, more joint associate degree programs and some sort of advanced placement (academic as well as vocational) programs should be encouraged.

The Board of Education and the Board of Regents should improve articulation and cooperation to better serve all students.

GROUP #7

SERVING DIVERSE POPULATIONS

This task group worked with eight strategies. Based on discussion and presentations the group revised these eight strategies and developed its own list of four strategies. The group's recommendations and comments are listed below.

Offer programs that are based on a "holistic" approach that take into account all aspects of student needs. This means that programs will be offered at convenient sites and include services such as child care, counseling, and job placement. They must deal with all the needs of the student, not just job training.

More cooperation should be sought with private industry in designing and implementing programs for diverse populations. Diverse populations will have greater access to the workplace if their training is tied to configurations agreements with the private sector.

Inservice training and staff development opportunities should be provided for personnel working with diverse populations. For example, staff need to develop not only skills but appropriate attitudes for working with diverse populations.

Vocational education delivery systems should be revised to encourage more cooperation among vocational schools, community colleges, and social service agencies to better serve diverse populations. For example, the 2+2 approach, longer school days, increased access to human service expertise, and more cooperative work experience would enhance vocational training for special populations.

GROUP #8

IDENTIFYING ROLES FOR THE PRIVATE SECTOR

Recommended strategies and activities for this group are listed below.

Increase the involvement of local business and industry in curriculum development

1. Provide training to administrators, teachers, and students in how to deal with a rapidly changing world.

2. Educators must be trained in how to understand the business "culture" before approaching business. They must be able to answer the five "Ws"...who, what, where, when, and why.

3. Increase business involvement by getting one business to approach another with the message, "you can't afford not to be involved."

4. In approaching a business for assistance, vocational educators should identify how cooperation and assistance will directly benefit the business. While large companies may assist out of "good will," small companies need pragmatic reasons.

5. Business should be approached to provide advice on specific employability skills for entry-level jobs.

6. Provide opportunities for trainers from business and industry to interact with vocational teachers. Business trainers may be able to assist vocational teachers in developing different approaches to curriculum.

Expand cooperative education efforts

1. Business and industry need assistance in understanding how to help students make the transition between school and work.

2. In approaching businesses about developing cooperative education programs, schools should emphasize that students have made the choice to enter this field.

3. In designing cooperative education programs, schools should provide more flexibility such as in the area of length of assignments.

4. In approaching businesses about developing cooperative education programs, schools should clarify that they do not expect the

employer to hire the student on a permanent basis and that the purpose is to provide work experience on a temporary basis.

5. Vocational schools should hire cooperative education coordinators who understand business and make strong efforts to find good matches between students and businesses. The first impression that a business has of the cooperative education experience is a lasting one.

Provide ways to increase private sector input at the state planning level

1. The State Department of Education needs to find ways to motivate businesses through emphasis on corporate image or vested interest in certain programs to convince them that participation at the planning level will make a difference.

2. The State Department of Education should provide adequate information to businesses so that they can develop a statewide perspective.

3. When approaching business about becoming involved in state level planning, the Department of Education must be very clear about time commitments. Businesses have limited time, but they are usually willing to help if they know specifically the time requirements. Also meetings should be scheduled at convenient times for business people.

4. Business and industry should push for integrated secondary/post-secondary planning processes.

5. Educators need to take advantage of business's "credibility" and ask them to represent vocational education in certain situations. Often the "voice of business" can be more persuasive than educators.

6. The State Department of Education should make a larger effort to involve all sectors of the community, government, and business in planning. The planning model used by private industry councils would be helpful.

The private sector should be consulted regularly in developing forecasts for future job openings and needed skills

1. The State Department of Education in cooperation with other agencies should schedule a yearly meeting that brings together economic forecasters and business to develop a one-year master plan including indicators to show progress.

2. Vocational educators should consult business not only on needed "technical" skills but also on needed academic and "life" skills.

3. In approaching business for information, the State Department should develop focused questions about specific skill demands. One-to-one meetings are often more effective than mail surveys.

Involve the private sector in innovative financing processes such as scholarships, donations, or results-oriented incentive payments

1. In approaching businesses for donations be very specific about "who, what, where, when, and why." Respect requests for anonymity.

2. Emphasize the benefits to the company of making a donation. For example, an equipment donation not only helps the school but creates a demand for that business's equipment.

3. Vocational schools should explore the possibility of having several local businesses join together in a community effort to establish a local educational foundation.

4. Vocational schools should approach banks about setting up branch offices in the schools to teach students and also to enhance business.

5. Vocational educators should be aware that businesses tend to provide funds for a limited number of activities. These include: very specific programs, mini-grants to teachers, scholarships, and matching grants to foundations supporting education. Use this knowledge in approaching business for donations.

6. Utilize business connections in innovative ways. Don't always ask for money. Ask businesses to allow vocational educators to use their name as a reference in approaching other businesses concerning donations.

7. Vocational educators should plan awards presentations and celebrations to recognize outstanding contributions from the private sector.

8. Vocational educators should consider utilizing private industry councils for assistance in looking for funds.

GROUP #9

IMPROVING COORDINATION AMONG SECONDARY, POST-SECONDARY, AND OTHER VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

This group approached the discussion of the five given strategies through presentations and comments by members of the group on current activities and model programs in the field. The strategies and activities that resulted from this discussion are listed below.

Encourage more joint agreements between schools and colleges

1. Collect and distribute information and models from other states.

2. Develop state standards and models for Massachusetts.

3. Initiate grant programs which require joint planning, joint applications, and shared, cooperative, or coordinated operation using P.L. 98-524 funds and the Regents school/college collaborative funds.

4. Use regional center assistance in promoting statewide attention to 2+2 programming by comprehensive high schools, vocational schools, and community colleges.

Establish a clearing house for all agreements between vocational schools and colleges

1. Encourage sharing of information on agreements between schools and colleges among personnel with related interests and responsibilities.

2. Require a report on these activities in all grant-funded projects.

3. Establish a data base by surveying schools and colleges annually to build on initial work done by the Board of Regents staff and the State Council on Vocational Education. This would be a joint effort of those groups plus Division of Occupational Education staff with the possible involvement of Curriculum Resource Center staff.

Increase coordination with the Executive Office of Economic Affairs

1. Convene a group or use meetings of already established groups such as the State Council on Vocational Education and other statewide organizations to keep all concerned informed and provided with opportunities to share information.

2. Continue to include representatives from the concerned agencies on task force groups, grant reading panels, and relevant planning groups.

3. All concerned groups such as MAVA (Massachusetts Association of Vocational Administrators), MVA (Massachusetts Vocational Association), the Department of Education, the Board of Regents, and the State Council on Vocational Education should actively contribute to the development of a coordinated state policy on employment and training.

Promote joint planning and leadership activities between vocational schools and community colleges

1. The Board of Regents and the Department of Education should emphasize collaboration as a priority in grant-funded programs and other activities.

2. The Department of Education should encourage local planning roundtables established for adult education/literacy planning to include occupational education collaboration activities.

3. Evidence of appropriate planning for collaboration should be required in Vocational Education Local Plans.

4. Schools and colleges should target the use of Regents collaborative funds for coordinated program activities.

5. The Department of Education should convene an annual meeting of school and college personnel concerned with articulation and collaboration.

Provide incentives for sharing facilities, equipment, and staff

1. Encourage Department of Education and local school public relations personnel to publicize the outcomes of successful projects.

2. Provide models to colleges for using Regents collaborative grants for occupational education programs.

3. Encourage the development of tradeoffs, e.g., college slots for high school students in return for the use of space and equipment at vocational schools.

4. Support new legislation for equipment grants to vocational schools for shared programs with colleges.

5. Encourage staff development by funding planning costs of faculty exchanges.

APPENDIX A

CONFERENCE ADVISORY COMMITTEE
TASK GROUP FACILITATORS

CONFERENCE ADVISORY COMMITTEE

Name and Affiliation	Representing
David Bartley Holyoke Community College	Council of Presidents of Community Colleges
Elaine Cadigan Bureau of Program Services Division of Occupational Education	State Department of Education, Division of Occupational Education
Gil Carreiro Newton Carreiro and Associates	Business
Michael Daly Massachusetts State Department of Education	State Department of Education, Commissioners Office
James Grande Operating Engineers Local #4	Organized Labor
James Green Massachusetts State Council on Vocational Education	State Council on Vocational Education
Richard Haines Quincy Vocational Technical School	Teachers
John Hurley Tri-County Regional Vocational Technical School	Vocational School Committee Members
Judith Lamb Roxbury Community College	Adult Vocational Students
Edward Lemoi National Alliance of Business	Business
John McDonagh Bureau of Research, Planning & Evaluation, Division of Occupational Education	State Department of Education, Division of Occupational Education
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Karen Maguire Rockland, MA	Vocational Students

Name and Affiliation	Representing
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